British Values and Prevent Induction Activities for Post-16 Learners
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**British Values and Prevent: Induction Activities for Post-16 Learners**

**Introduction to the resource**

*British Values and Prevent* is a learning resource which further education and skills providers can use to give learners, ideally during their induction period, a good introductory understanding of British Values and the nature of extremism and radicalisation – an understanding they should build on further as they progress with their programmes.

As part of this work, College or Provider values and learner voice processes are also introduced – with a focus on how learners can help to make the learning community work well.

Specifically the resource is for staff in further education and skills providers to use with post-16 learners at Levels 2 and 3.

The main part of the resource takes the form of six activities for learners, arranged in two modules on the themes of ‘British Values’ and ‘Extremism, Radicalisation and Prevent’ respectively.

Throughout, the aim is to use active learning approaches to build students’ knowledge and understanding, stimulate interest in the key themes and the personal relevance of them, and develop skills of critical thinking and enquiry, with lots of opportunity for open discussion and debate.

The resource also includes a short briefing on the policy context of the Prevent duty in further education and skills and – since the Prevent agenda itself has given rise to considerable controversy in society – a note on dealing with controversial and sensitive issues in the classroom.

**Acknowledgements**

We are very grateful to Strode’s College Egham, City and Islington Sixth Form College and City College Norwich for permission to include their materials in parts of this resource.
Module 1 – British Values and the College/Provider Community

Get involved and make a difference!

Key objectives are for learners to:
• Understand that the officially defined British Values are: Democracy, the Rule of law, Individual liberty, Mutual respect and tolerance of other faiths and beliefs and the promotion of the Equality duty
• Understand definitions of each of the British Values and explore the key concepts involved through activities about the College/Provider community and learner voice
• Understand the links between the Values of Respect and Democracy in the College setting and wider societal contexts – including the Equality duty and democratic participation at different levels.

Activity A – British Values: A card sort game

Focus on the British Values of Democracy, the Rule of law, Individual liberty, Mutual respect and tolerance of other faiths and the Equality duty

Aim of the activity
The aim of this activity is to introduce learners to the British Values of Democracy, the Rule of law, Individual liberty, Mutual respect and tolerance of other faiths and beliefs and the Equality duty, with basic definitions and how these may relate to the College/Provider community itself.

Resources
The key resource provided for this activity is the set of cards which name the identified British Values, give short definitions of each of these and offer examples of these values in action within the College/Provider community.
### Stage 1

Introduce the theme of British Values by asking learners if they have come across the term British Values or Fundamental British Values before – perhaps at school or on TV? What, if anything, does the term mean to them?

As part of this short initial discussion establish that learners understand the general concept of ‘values’:

*Values are the core underpinning beliefs of a community or society. They act as a guide to peoples’ behaviour and can help them to know what is right from wrong.*

Also establish that their College/Provider has its own values – which learners may already have been introduced to as part of induction. What are these?

### Stage 2

Explain that learners will explore the idea and importance of British Values further by taking part in a card sort game.

For this ask learners to work in small groups – each with one set of cards (copied and cut up from Page 6) distributed to them in an envelope. Ask each group to arrange their cards in a grid under the headings of ‘British Values’, ‘Definitions’ and ‘College/Provider example’ so that each British Value is linked with the correct definition and most appropriate College/Provider example.

In a couple of places the cards need to be customised for your own organisation.

### Stage 3

Once each group has finished the task, hold a plenary discussion to compare the card arrangements from the different groups. Establish the correct alignment between Values, definitions and examples (with the help of a whole copy of Page 6 distributed to each learner) – and that all learners understand the basic ideas involved in each area.

If the discussion so far hasn’t made this clear, point out that the idea of ‘British Values’ has led to some controversy – for example, some people argue that the ideas involved aren’t just linked with Britain, but are more international or universal – or at least are important in lots of democratic countries.

What do the learners think about this?

Also, are there other examples of Values they think are important for British Society? (Here the discussion can easily broaden into the wider territory of British or English identity – also an important topic for learners to debate, but for the purposes of this module, it works well to stay fairly tightly to the question of Values specifically)
However, whatever the various arguments, emphasise that the British Values identified are the ones which have been officially set out as being especially important to support and uphold.

### Cards to copy and cut up

<table>
<thead>
<tr>
<th>British Values</th>
<th>Definitions</th>
<th>College/Provider examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>People power - all have a role in influencing decision making. Also, involves freedom to express opinions and a willingness to listen to other views</td>
<td>Election of class/course/tutor group representatives to the learner parliament/trainee council</td>
</tr>
<tr>
<td>The rule of law</td>
<td>Laws protect everyone equally, no one is above the law and all are aware of rights and responsibilities</td>
<td>At (insert organisation name), the rules and the code of conduct apply in the same way to all learners</td>
</tr>
</tbody>
</table>
Activity B – British Values: Poster Competition

Focus on the British Values of Democracy, the Rule of law, Individual liberty, Mutual respect and tolerance of other faiths and the Equality duty

Aim of the activity

The aim of this activity is to explore learners’ understanding of the British Values previously introduced in Activity A, by discussing and analysing a selection of student-created posters which were the outcome of a competition at Strode’s College, Egham on this theme.

Resources

The key resource for this activity is a selection of eight student posters, all setting out student views of British Values. The posters were produced by a mixed group of Level 2 and Level 3 students working individually or in small groups.
Stage 2

Divide the class into six to eight small groups and give each of these one or two of the student posters (Pages 9-12). Explain that these are examples of other students’ work - they were given the brief to create an eye catching and informative poster that captured in pictures and words what British Values meant to them. Explain that one of the posters won the overall competition.

Stage 3

Ask participants to discuss the poster(s) they have been given and to consider whether it is effective at explaining British Values. Specific questions to discuss are:

- What key image(s) does the poster contain?
- Are these good representations of one or more of the four British values?
- Do you disagree with any of the images used? If so, why?
- Are there better images that could be used?

Ask each group to feed back their views on the posters and then to consider which is the best one. Poster 5 was the winner in the original competition.

At this point British Values could be compared with the agreed Values of your own College/Provider – observing any differences and areas of overlap.

Stage 4

Ask participants to design their own posters on British Values as part of a competition. Ask them to try improving on the example posters they have seen so far. The brief for the competition which generated the posters included with this Activity can be found on Pages 13-14.

Stage 5

Once a winning poster has been selected, ask participants to think of examples of British Values in action within the College, and add to the winning poster. See an example of this on Page 15. Once completed this can be widely displayed as the adopted College British Values poster.

Ask participants to identify the set of British Values and what each Value means. Remind them that these Values are the key principles that underpin British society and shape the way we live in the UK today. You may want to note that these same Values are also shared by many other nations across the world.
(1) **Democracy**

“a system of government by the whole population, or all the eligible members of a state, typically through elected representatives.”

On Sunday 15th December, the UN celebrates its International Day of democracy.

“On this International Day of Democracy, I call on leaders to hear, respect and respond appropriately to the voices of the people.”

(2) **Individual Liberty**

The free exercise of rights, generally seen outside of governmental control.

At Strode’s College, we implement individual liberty into student life by:

- Allowing students to wear whatever they want
- No detentions, students are free to make their own choices

(3) **Mutual respect & Tolerance of others**

An open-minded, objective, and liberal attitude to those whose faith and beliefs may differ from your own and having the proper respect for an individual’s dignity.

“When mutual understanding and respect are present, the spirit of synergy inevitably starts to develop.” – Stephen R Covey

(4) **The Rule of Law**

All people and organisations are subject to and accountable to law that is justly applied and enforced.

Examples of how we promote the Rule of Law at Strode’s College are:

- Accountability – Students are to abide by the student Code of Conduct
- Staff are also set standards

**Poster 3**

**DIVERSITY**

**Poster 4**
Poster 5
Example brief for cross-College competition on British Values
POSTER COMPETITION ON BRITISH VALUES

The Brief
The College has a range of values or principles that underpin how we are run and how we behave. These are the things that we think are most important. The Government, when talking about the UK, also refers to core or ‘British Values’ or key principles that are really important for students and staff to know about and share. There is a big cross over between the College values and the wider values, and by having these and following them, we ensure that the College and the Country is a great place to study and live in.

We are really keen to hear student ideas about these values and how we can best promote them. As part of this we are launching a poster competition.

We would like students to design a poster or suite of posters (they can be combined as one entry) for our College that promotes the values below.

- DEMOCRACY
- INDIVIDUAL LIBERTY
- THE RULE OF LAW
- MUTUAL RESPECT AND TOLERANCE OF OTHERS
- THE EQUALITY DUTY

You can use any medium - collage, tapestry, fabric, photography, electronic images, painting, a sculpture and then photograph it - anything you like. The main thing is to be imaginative and colourful.

All entries must be suitable for publication.

All student(s) are welcome to enter – regardless of year group, course or level.

The Prizes
- First prize
- Runners up prizes
- Winning entries will be made into professional posters and displayed all around the College campus.

The Closing Date
- All entries should be received by DD/MM/YY and should be accompanied by a brief entry form. (See end of document)
- Poster entries can be handed to your tutor or any member of the Student Services team
- Alternatively electronic versions with entry form can be emailed
- A judging panel will choose the winning posters before the end of term
- Please ensure we know the names of student(s) making the entry, tutor group and your course, i.e. Level 2 or Year 1 or Year 2.

Workshops to help you with the creative ideas
We will be offering some fun workshops to help you with the creative side of your posters. The LC staff will lead these. They can help you think about how best to present your ideas creatively and in an eye catching way. It’s up to you to get the content right!

These workshops will take place in the Learning Resources Centre on the following
Look out for the posters around the Learning Centre.

Criteria for judging
- Understanding of the Values and what they mean
- Creative presentation

Links to core or ‘British’ values as set out by the Government

<table>
<thead>
<tr>
<th>Democracy</th>
<th>Rule of Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>All have a role in influencing decisions, a voice in improving practice and understanding about key citizenship concepts such as equality and diversity and representative structures.</td>
<td>Laws protect everyone, no-one is above the law.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Liberty</th>
<th>Mutual Respect and Tolerance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom, for example the right to believe and express oneself in a manner of one’s own choosing within the law.</td>
<td>Raising understanding and tackling prejudice so all are treated with respect and in line with the Equality duty.</td>
</tr>
</tbody>
</table>

Further information about these Values can be found here

- [https://www.youtube.com/watch?v=tFRpyRxCoW8](https://www.youtube.com/watch?v=tFRpyRxCoW8) Channel 5 News discussing British Values
- [https://www.youtube.com/watch?v=r8eduquOnk](https://www.youtube.com/watch?v=r8eduquOnk) Havering College students discussing British Values
- [http://www.bbc.co.uk/news/education-30245074](http://www.bbc.co.uk/news/education-30245074) reporting on Government decision to require providers to promote British Values

Application Form - Poster Competition on Values

Name(s)

Tutor group: Level of course (e.g. Year 2 or Year 1 or Level 2):

Description of poster (please describe the nature of the poster e.g. photograph, collage etc.) If the entry contains a suite of posters please make this clear below.
Poster used in a College to demonstrate British Values in action with winning student image at the center.

**British Values & Strode’s Values**

At Strode’s College we believe British values are essential for creating a strong community. We work hard to prepare you to be rounded and valuable members of society, equipped to play a positive and active role in Modern Britain.

We offer a range of opportunities to promote and develop these values within and beyond the curriculum. British Values are supported by the College’s Values

You will develop an understanding and experience of Democracy through:
- Student Parliament
- Tutor Reps system
- The Student Union
- College-wide activities and events
- Topics in the Core Studies Programme
- Through your subjects
- Learner voice activities – focus groups, consultation activities

You will develop an understanding of the Rule of Law through:
- Enrolment and Induction
- Expectations in the Student Contract
- College Policies and Procedures such as the Admissions Policy and Student Management Procedures
- Topics in the Core Studies Programme

You will develop an understanding and experience of Individual Liberty through:
- Strode’s Values
- Choosing what you study at College
- Participation in enrichment activities
- Through your subjects and Core Studies programme
- Celebration of the individuality of all of our students and staff and by promoting understanding of the benefits of diversity.

Strode’s College’s British Values poster is the winning design by student Chloe MacDonald in our 2015/16 British Values Poster competition.

You will develop an understanding and experience of Mutual Respect, tolerance and acceptance of different faiths and beliefs through:
- Exploration of current affairs in your Core Studies Programme
- College Policies
- Activities and Events such as Freshers’ Fair, Black History Month and International Women’s Week
- Through your subjects
Activity C – Diversity and identity in our community: What do our names say about us?

Focus on the British Values of Individual liberty and Mutual respect and tolerance of other faiths and beliefs

Aim of the activity
The aim of this activity is for learners to talk to each other about their names. A person’s name may be an important part of their identity. By explaining the meaning of their names and talking about their origins, participants get to know each other better – especially important in the induction period - and begin to recognise the diversity of their group and the College or Provider as a whole.

Discussion may raise many issues about aspects of identity, including culture, history, ethnicity, religion, age and gender – as well as the rights of individuals to determine their own sense of identity and the importance of mutual respect and tolerance of others. Make explicit links with the British Values of Individual liberty and Mutual respect and tolerance of other faiths.

Resources
The resources needed for this activity are sticky blank labels and felt tip pens for people to write their name badges, and a large wall poster of a world map.

Stage 1
Learners mingle together around the room wearing badges showing their full names. They must introduce themselves to at least four other people.

In each conversation, each learner says something about how their name represents part of their identity (who they are; where they are from) - and say which aspects of their names are particularly important to them. Allow 10 to 15 minutes for this.

Then ask for general comments from the whole group about the importance of people’s names. Ask volunteers for any insights they have gained about the culture of other groups and any interesting examples of changes that people have made to their names, with reasons. Take the opportunity here to emphasise the rights of individuals to determine their own sense of identity and the importance of mutual respect and tolerance of others, making explicit links with the British Values of Individual liberty and Mutual respect and tolerance of other faiths.

Stage 2
Pin a large map of the world to the wall and clear a space in the room. Ask participants to imagine that the room is the world, and point out where different continents would be in the room. Ask everyone to stand in the position that represents their country of birth. Then repeat the process asking them to stand in the position that represents where one of their parents or grandparents was born, and then again where a parent of that person was born. Discuss migration patterns illustrated by the activity and the reasons for them.
Activity D – Community, respect and having a voice: opinion finder activity

Focus on the British Values of Democracy, the Rule of law, Mutual respect and tolerance of other faiths and beliefs and the Equality duty

Aim of the activity

If this activity is undertaken as part of induction many learners will be new to the organisation, may not yet know other people well and could feel a bit overwhelmed by the size of the place and some of the new freedoms and responsibilities it offers. This activity offers the chance for learners to reflect on their new community and how they can play active roles within it.

The activity raises for discussion what a community is and the factors that help to build a sense of community. It will encourage learners to understand the actions, behaviours and attitudes needed from all members to make it a positive community; one in which they will thrive and be successful. It also allows opportunities to express any concerns they may have and explore how they can address problems and seek changes for the better.

In relation to the community and issues of equality, diversity and respect, the aim is also to make links with learner contracts which may have been introduced by this point as part of induction, and to make learners aware of the relevance to themselves and the College/Provider of national laws about equality and diversity, in particular the Equality duty. Here the activity offers the opportunity to make links with Activity A and in particular the British Values of Mutual respect and tolerance of other faiths and the Rule of law.

This activity also raises the issue of learners having a voice within the College/Provider community, with the opportunity to build on any other work done during induction to introduce learners to the representative structures (e.g. Students’ Union, Student Council, the election of course or class reps etc) they are part of. Again a link should be made with Activity A and the British Value of Democracy.

Resources

The key resource for this activity is the Opinion Finders exercise – see the method explained in Stage 2.
**Stage 1**

Introduce the activity by explaining that an important part of induction is to understand and reflect on the new College/Provider community that the learners have just joined. Also point out that the activity will include opportunities to explore any concerns they have and what might be done about them.

Start by asking learners about the concept of community – what does it mean to them? What examples can they give of communities they belong to? What makes these communities work well – or not?

Suggested definition of community and community cohesion to work with:

*A community is a group of people who feel they have certain things in common and that they belong to the group. The things they have in common might be beliefs, work, locality, values, cultural background, social activities, school, college, etc.*

*A cohesive community is one where the people involved get on together and share a strong common vision for the life of the community, even though the members may have some different characteristics and interests.*

**Stage 2**

Give each learner a copy of the sheet ‘Opinion finder – Community, respect and having a voice’ (Page 19), with one of the questions circled (for the group as a whole circle roughly equal numbers of the questions listed). It helps in the running of this activity if the sheets are printed on different coloured paper depending on the question circled (e.g. all those with Question 1 circled on blue, all those with Question 2 circled on pink and so on.)

Question 5 will need to be customised with the name of your own organisation.

Explain that everyone will be an opinion finder for their particular question (circled on their sheet) by putting it to other members of the group.

Ask everyone to stand up, move around the room and start asking their question.

Having everyone circulating around the room in this way will facilitate maximum mixing within the group and is a very important part of the activity.

Each learner should speak to as many people as possible, and make a note in the box on their sheet of the responses they get to their question.

They will also be asked other people’s questions of course.

They should avoid people who have the same question (and paper colour) as themselves.
Opinion finder – Community, respect and having a voice

Ask other people the question circled and record their answers in the box below

1. Can you give two or three examples of communities you belong to?

2. What things help a community to work well?

3. What does the word respect mean to you?

4. What does it mean when people lack respect for others?

5. How would you describe your experience of the (insert name of organisation) community so far?

6. How can you have a say and change things that are a problem in the community here?
Stage 3

After 15 minutes or so, stop the activity and ask all those with the same question circled to gather together at a particular table.

Each group should discuss the answers obtained to their shared question, record the key points on a piece of flip chart paper and nominate a spokesperson to report back for the group.

Stage 4

Ask the spokesperson from each small group in turn to report the main findings on their particular question to the whole group, and after the report back on each question in turn invite general discussion for a few minutes on the main issues raised.

Take the opportunities that arise to make connections between the points that learners make on questions 2, 3, 4 and 5 and key College/Training provider values and aspects of the learners’ contract with the organisation.

Also, in relation to questions of equality and respect, point out that these are not just College/Training provider rules, but link with the British Values discussed in Activity A and are also backed up by national laws, including the Equality Act 2010 which aims to advance equality and makes discrimination unlawful in relation to nine ‘protected characteristics’: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

For more information about the Equality Act and further ideas for learning activities about equalities see Page 21.

Question 6 of the activity raises the issue of learners having a voice within the College/Provider community and, as part of the follow-up discussion, offers the opportunity to build on any other work done during induction to introduce learners to the representative structures (e.g. Students’ Union, Student Council, the election of course or class reps etc) they are part of.

A link can also be made with Activity A and learners’ understanding of the British Value of Democracy. This can be further reinforced by checking that learners understand the connection between democratic participation within the College/Provider, and the importance in wider society, for example, of registering to vote and taking part in elections.

Another issue which could be discussed here is whether the minimum voting age in England should be changed to 16, as it has been for elections and referenda in Scotland.

For further examples of activities to reinforce the message about having a voice and making a difference on issues that matter to learners, including setting up the opportunity to register to vote, see the Cabinet Office’s excellent Rock Enrol! Resource Pack here:

http://www.activecitizensfe.org.uk/voter-registration.html
The Equality Act, 2010

For further explanation of the Act see:

https://www.gov.uk/guidance/equality-act-2010-guidance

For further activities exploring

- What equality means and why it is important, and
- Understand the Equality Act 2010 and how it can be applied in different cases

see:

Module 2 – Understanding Extremism, Radicalisation and Prevent

Take part in the debate and stay safe!

Key objectives are for learners to:
• Understand the meaning of extremism and radicalisation
• Understand different types of extremism
• Understand the Prevent strategy for combating extremism and radicalisation and debate different points of view about the Prevent strategy
• Understand the links between British Values and the prevention of extremist ideas and actions, and build resilience and critical thinking in relation to radicalisation and extremism.

Activity E – Understanding Extremism and Radicalisation

Focus on Extremism, Radicalisation and open discussion

This activity was developed and used with great success at City and Islington Sixth Form College and we are grateful for their kind permission to offer it, as an adapted version, here.

This tutorial is designed to get students thinking and discussing and this is the most powerful way for an open society to combat extremism and affirm democratic values

Peter Murray, Director, City and Islington Sixth Form College

Aim of the activity

The aim of the activity is to develop learners’ understanding of extremism, radicalisation and different types of extremism by considering specific examples of violent events and maximising opportunities for discussion and raising questions in an open way. There is a focus on Islamist extremism (so called ISIS – Islamic State of Iraq and Syria) and Far Right extremism.

Resources

The main resource to guide learners through the activity individually and by working in small groups is a worksheet, ‘ISIS and Far Right Extremism’. This includes key pieces of information about examples and different types of violent extremism, which are augmented with expert commentary from linked online video clips.
### Stage 1

Explain the aim of the session, ask students briefly what their understanding of extremism is, then distribute the worksheet, ‘ISIS and Far Right Extremism’ (copied from Pages 24-25) to each learner. Refer to the worksheet to talk through with the group the two examples of violent extremism from June 2016 and what they have in common.

### Stage 2

Move on to examine the two cases in more depth by examining the different extremist ideologies associated with them. Ask learners to work in small groups and discuss what they know about the beliefs of ISIS or the beliefs of Far Right extremists.

Then give learners the opportunity to find out more about these ideas from expert commentaries through the following online video clips:

- **ISIS narrative**

- **Far Right narrative**

### Stage 3

Next, address the question of why some young people may be drawn to ISIS or Far Right extremism? Ask learners in their small groups to discuss:

- Why are some young people drawn to ISIS or Far Right extremism?
- How might the possible influence of extremist ideas on some young people be countered?

Then give learners the opportunity to explore further ideas on these questions from expert commentaries through the following online video clips:

- **Why do some groups of young people engage with this ISIS narrative?**

- **Why are some young people vulnerable to the far right narrative?**

### Stage 4
ISIS and Far Right Extremism

Events of June 2016
- Within the same week in June 2016, the world was shocked by two acts of terrorism
  - In Orlando, Florida, a lone gunman Omar Mateen shot dead 49 people at the Pulse LGBT bar. He claimed to be working for ISIS
  - In Birstall, Yorkshire the MP Jo Cox was murdered by Tommy Mair, who shouted ‘Britain First’ as he stabbed and shot the mother of two.

What do these events have in common?
- Both tragic events were carried out by men with a history of mental health problems
- Both men have delved into, and been respectively influenced by Islamist or Far Right extremist ideologies

Finally give learners the chance to raise further questions by asking them:
- In their small groups to formulate a list of questions on the issue of extremism
- To put these to the class, explaining that as their tutor you may or may not be able to answer every question they have.

Emphasise that the key thing is to discuss views and ideas freely and openly, and to continue to ask questions.
The Extremist Narrative

- Discuss in small groups what you know about the beliefs of ISIS or the beliefs of Far Right extremists
- Learn more about these ideas from the online video clips provided.
  - What is the ISIS Narrative?
  - What is the Far Right Narrative?

Why are some young people drawn to ISIS or Far Right extremism?

- In your groups discuss why some young people might be drawn to ISIS or Far Right extremism?
- Discuss in your groups how you might best counter the possible influence of extremist ideas
- Learn more about these questions from the online video clips provided
  - Why do some groups of young people engage with this ISIS narrative?
  - Why are some young people vulnerable to the Far Right narrative?
Questions

- In your groups, formulate a list of questions on the issue of extremism
- Put these to the class. Your tutor may or may not be able to answer every question you have
- The key thing is to discuss views and ideas freely and openly, and to continue to ask questions.

Activity F – Debating the Government’s Prevent strategy

Focus on Extremism, Prevent and debate, with links to the importance of British Values

Aim of the activity

This activity aims to provide learners with an introduction to the broad principles of the Government’s Prevent strategy in relation to extremism and the risks of radicalisation.

The activity also establishes that the Prevent strategy has proved to be controversial and provides the opportunity for learners to discuss and debate different points of view about Prevent and make links with the importance of British Values.

The activity is also concerned with the skills needed to discuss different and potentially sensitive views in appropriate ways.

On a complex and controversial issue, this activity offers a balanced and structured approach to the discussion by providing sets of arguments on different sides of the matter for students to use as a starting point. This approach doesn’t preclude other arguments being introduced - on the contrary these very much to be encouraged - but it does provide a focus and helps the facilitator to maintain neutrality by ensuring that a balance of different views are considered from the outset in the discussion.

Resources

The key resource provided is a set of ‘for and against’ arguments regarding the Prevent strategy which can be cut into multiple sets of cards for students to use.

A short summary of the Prevent strategy is also provided.
Stage 1

Introduce the activity by reminding learners about their work on Activity E and ask them to recall what they learnt about extremism.

Ask learners what, if anything, they know about Prevent.

Draw on their responses and the summary provided, ‘Extremism, terrorism and Prevent’ (Page 29) to explain that Prevent is the Government’s strategy for preventing people, especially young people, from being drawn towards ideas and organisations that could lead to an involvement in extremist behaviour of one sort or another – a process known as radicalisation.

It may emerge quickly from this short initial discussion, but in any event, it should be established or reinforced with the class, that Prevent has proved to be a controversial policy – with some people and organisations, including the Government of course, supporting it, but with many others in opposition to it.

Explain that they will take part in an activity which will involve finding out more about Prevent and thinking critically about the different arguments that surround it.

Stage 2

Photocopy the ‘argument cards’ provided on Pages 30-33 (on to card if possible) and cut them up as sets. Ask learners to work in pairs and give each pair a set of cards. To encourage learners to think of their own additional arguments on either side, add a ‘write in’ opportunity with several blank cards in each set.

Ask the pairs to sort cards into two piles: ‘arguments for Prevent’ and ‘arguments against Prevent.’ After a short time move to a discussion with the whole group and establish how much agreement there is about which cards have ‘for arguments’ and which have ‘against arguments’. Cards 6 and 10 could be used on either side.

Stage 3

Ask each pair of students from Stage 2 to join with another pair to make groups of four. Each group of four should then consider the argument cards again. At this point they can, if they wish, use the blank cards to write in one or two additional arguments. Each group should then discuss and agree on which three arguments are the most important to them (they could be all ‘for’, all ‘against’ or a combination). They should use these statements as the basis of a short speech which they prepare and practise. Each group chooses one member to make the speech to the whole class. The speech should be no longer than three minutes. Ask another learner to keep time. After all the speeches take a vote on the issue of whether the Prevent strategy is justified or not.

This activity can form the basis for a further formal debate on Prevent ending with those present voting on the issue. See Page 34 for guidance on procedure for a formal debate.

Stage 4
Show learners copies of the two posters on Pages 35-36, which are reproduced here by kind permission of City College Norwich. These are designed for general display in a college setting – in order raise awareness of the nature of right wing extremism and the dangers of radicalisation in relation to various forms of extremism.

Ask learners to offer opinions on how useful such posters might be in achieving their purpose, and to consider the best ways to raise awareness and help fellow learners avoid the risks of radicalisation in their own College or Provider.

Also, ask learners to reflect back on their discussions about British Values and the links with the values of their own organisation (emphasising democracy and having a voice, the rule of law individual liberty and respect for others, including different faiths and people with protected characteristics defined by the Equality duty) – posing the question: how can the promotion of these Values through discussion and activities help to prevent young people being drawn towards extremism?

As appropriate, this last part of the discussion about British Values can be taken further by listening to, and then discussing, Sara Khan’s views: http://counterextremism.lgfl.org.uk/videos/ISIS/HD/vid_vcn_5.mp4

And also by listening to and discussing ideas about the role of values in countering far right extremism: http://counterextremism.lgfl.org.uk/videos/FR/HD/vid_vcn_1.mp4
Extremism, terrorism and Prevent

Prevent is a Government policy which requires colleges, schools and other public bodies to share the responsibility for preventing people from being drawn into terrorism.

From 2015 all schools, child care providers, colleges and other further education providers are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, to have “due regard to the need to prevent people from being drawn into terrorism”. This is known as the Prevent duty.

Government guidance spells out that staff must be able to identify learners who may be vulnerable to radicalisation, and know what to do when they are identified. Schools and colleges are also expected to build learners’ resilience to radicalisation by promoting British Values and, by discussing these issues, enabling them to challenge extremist views.

Extremism is defined by the Government as vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas.

Terrorism is defined in the Terrorism Act 2000 as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools and colleges should be aware of the increased risk of online radicalisation, as terrorist organisations such as Far Right groups or so called Islamic State attempt to radicalise young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be open to terrorist ideas or actions. Children or young people at risk of radicalisation may show different signs or try to hide their views. The Prevent duty does not require education providers to carry out unnecessary intrusion into family life, but are expected to link up with the police or social services where it seems appropriate.

School and college staff should understand when it is appropriate to make a referral to the Channel programme, run by the Home Office and involving a variety of other organisations - this focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
CARD SET  Arguments for and against the Prevent strategy

1.
It is very important to raise the general awareness of people about the threats presented by violent extremism of various types, both political as well as religious, and to safeguard children and young people who are particularly vulnerable to radicalisation. It is not spying to take notice and seek support for individuals who appear to be at risk of being drawn into extremist behaviour of some kind. The Prevent scheme claims to have played a major role in stopping more than 150 attempted journeys to the conflicts in Iraq and Syria.

2.
At its conference in 2016 the National Union of Teachers (NUT) voted for the Government's Prevent strategy to be withdrawn from schools and colleges. Delegates said it "disproportionately targets Muslims" and created "suspicion and confusion" rather than safety in schools. There were warnings that it encouraged a climate of "over-reaction" in which pupils were mistakenly reported and the police called. Among the cases mentioned were a young child writing about a "cucumber" which was misinterpreted as "cooker bomb" and a child who wrote about living in a "terraced" house, which was misunderstood as a "terrorist" house. One teacher said fears about pupils being reported to the police, meant that schools were not able to have "honest and open" debates about major events in the news, such as terror attacks. Another said teachers were being used as the "secret service of the public sector".

Extract from Teachers warn extremism policy prevents open debate, BBC News website 28 March 2016

3.
The Prevent strategy has tended to focus on Muslims in a disproportionate and unfair way. This leads to an increase in Islamophobia, discrimination against Muslims and the alienation of the Muslim community from the rest of society.
4. Some teachers feel that the Prevent strategy has been useful and enabled them to spot signs of vulnerability in a child (under 18 years old). One teacher (in a survey) told the Guardian that their area, in the Midlands, is a key spot for radicalisation. “I felt strongly that a child (who had made comments supporting terrorist attacks in Paris) was receiving radical views at home. I knew what to do, because of ‘Prevent’. Another said most incidents they had been involved with related to rightwing extremism, which they fear is on the increase in their local area. The teacher described how a white, Christian student had been referred after they “expressed a desire to go to Syria to fight and kill Muslims because of what ‘they’ were doing to Christians”. The student wanted to set up a militia group within the school, to teach other students survival skills and military discipline. The incident was referred to the police and the student was assigned to the Channel process. “It’s called Prevent for a reason. It’s meant to stop them going down a path where the result is criminal activity,” the teacher said.

Extract from Legal duty to refer students under Prevent strategy divides teachers, Guardian online 12 July 2016

5. It is a legal duty for schools and colleges to address the threat of extremism with their students and this helps to open up opportunities for the discussion of extremism and radicalisation which are relevant for all students. The Prevent Duty is not designed to discourage students from having political and religious views and concerns – quite the reverse, the aim is to support them to use those concerns and act on them in non-extremist ways.

6. A quarter of the 7,500 referrals made to the Prevent scheme in 2015-16 were found to be vulnerable but not at risk of involvement in terrorism. No action was taken with 37% of the referrals and 28% were still being considered. Of cases where an ideology was recorded, just over half related to Islamist extremism and nearly one in 10 were linked to far-right extremism.

Adapted from Prevent scheme ‘fundamental’ to fighting terrorism, BBC News website, 27 December 2016
The involvement of schools and colleges with a duty to report suspicions they may have about individual students puts teachers in a very difficult position. They may feel that they are being asked to spy on their students and this is yet another responsibility which teachers have to take on.

Leicestershire Police Chief Constable Simon Cole (also the National Police Chiefs’ Council lead for Prevent) argues Prevent is essential to fighting terrorism and describes the scheme as “putting an arm around” people at risk of radicalisation. He said: “We try and divert, allow people the opportunity to help them make better decisions. It’s absolutely fundamental...It has enabled us to try and help stabilise communities and stop people getting us into a cycle of aggravation.” He gave the example of a case in which people referred a young man from the Midlands who had been considering travelling to fight in Syria. Prevent groups worked with the man and he decided not to go. “The people he was travelling to meet, we believe, are dead. This is very real stuff,” he said.

Extract from Prevent scheme ‘fundamental’ to fighting terrorism, BBC News website, 27 December 2016

Prevent is having the effect in schools and colleges of discouraging free discussion of issues like extremism and terrorism because some students are afraid that if they express certain opinions they could be reported to the police.

There are problems with the implementation of the Prevent Duty, including in some cases lack of effective training and guidance for teachers and other staff.

The Prevent duty for schools, colleges and other providers needs to be improved rather than abandoned as this is the only systematic way of reaching children and young people to educate and safeguard them in relation to the risks of radicalisation.
11. 
Write in another argument of your own

12. 
Write in another argument of your own
How Debates Work

The role of the chairperson
A debate is run by a chairperson. Their job is to keep order and ensure fairness, with as many people as possible getting a chance to speak. The chairperson calls people to speak and ensures they stick to the time allocated. Participants in the debate must accept the control of the chairperson.

The resolution
A debate focuses on a resolution worded in a particular way. In this case: “This House approves of the Government’s Prevent strategy”.

Structure of the debate
• Two people speak ‘for’ the resolution. Each speaker has a set amount of time, say 5 minutes. The second speaker should add something new, not just repeat what the first speaker has said.

• Two people also speak ‘against’ the resolution and again are limited to set time.

• Usually, the order is: Speaker 1 ‘for the resolution’, Speaker 1 ‘against the resolution’, then Speaker 2 ‘for’ followed by Speaker 2 ‘against’.

• Speakers set out their argument making points supported by evidence or further explanation.

• When the four main speakers have finished, the debate is ‘opened to the floor’. This means anyone can speak, but they have to get the attention of the chairperson. Only the chairperson can decide who speaks. The new speakers may make new points or reinforce what the other speakers on their side of the argument have said. Also, they may make points which counter the arguments put forward by the speakers on the opposing side.

• At the end of an agreed time, the debate is halted and it is time to vote. You can vote ‘for’ the resolution, ‘against’ the resolution or you can ‘abstain’ (not vote for either side). The votes are counted and the resolution is ‘carried’ or ‘defeated’.

• Sometimes there are suggested amendments to the resolution that may be discussed and voted on. If there is a vote in favour of a specific amendment it becomes part of the main resolution for the final vote at the end of the debate.
Prevent explained…

Extreme Right Wing Awareness

Extreme Right Wing symbols, numbers and acronyms:
At our College we believe that everyone has the right to enjoy a sense of belonging, where learning and working is designed with all of us in mind.

If you see anyone displaying these symbols in College then report it immediately. Tell any member of staff.
Radicalisation
“The process by which a person comes to support terrorism or forms of extremism that supports terrorism.”

We are here to help!

- This is not just Islamic extremism it can also include fascism, racism, being anti-Jewish or agreeing with Nazism, for example.
- Are you worried about a friend or class mate who might show a hatred for people from other faiths, ethnicities, people groups, or countries? Worried about what they might do? Let us know.

You don’t have to face these things alone.

Talk to our Safeguarding Officers Alex or Jackie in the Advice Shop. Call / txt 07795 487 645 or email safeguarding@ccn.ac.uk
Visit the Wellbeing Zone
(at the back of the Information Store)
or call / txt 07774 337 804
Talk to a member of staff you trust.
You can also get help and advice from www.itai.info
The ‘Prevent’ duty

The Government published the ‘Prevent’ strategy in 2011 as part of its overall counter-terrorism strategy, CONTEST. ‘Prevent’ duty guidance, first published in February 2015, was put into place in the further education and skills sector on 18 September 2015. As a result, all further education and skills providers in England must have ‘due regard’ to the need to ‘prevent’ people from being drawn into terrorism.

The ‘Prevent’ duty guidance makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

The ‘Prevent’ duty requires providers to have:

- Appropriate policies and procedures in place for the management of external speakers and events
- Active engagement with partners, including the police and BEIS ‘Prevent’ coordinators
- A risk assessment that assesses where and how learners are at risk of being drawn into terrorism, and an action plan designed to reduce such risks
- Appropriate training and development for principals, governors, leaders and staff
- Welfare and pastoral/chaplaincy support, including widely available policies for the use of prayer rooms and other faith-related facilities
- IT policies that make specific reference to the ‘Prevent’ duty and relate to the use of IT equipment.

Fundamental British Values

Part of the ‘Prevent’ duty guidance for all further education and skills sector providers is for staff to exemplify Fundamental British Values in their management, teaching and behaviours in the institution, ensuring that opportunities in the FE curriculum are used to promote the British Values to learners.

Fundamental British Values are defined as ‘Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.’ Institutions are expected to encourage learners to respect other people with particular regard to the protected characteristics as set out in the Equality Act of 2010.

The Common Inspection Framework and Further Education and Skills Inspection Handbook encourages the promotion of British Values particularly with the introduction of a new inspection judgment for Personal Development, Behaviour and Welfare. There are references to preparing for life in modern Britain with a greater focus on learners’ preparation for their next steps in education or employment and as active citizens in society, with Ofsted looking for learning programmes and activities which allow all learners ‘to explore personal, social and ethical issues and take part in life in wider society.’

The handbook makes it clear that outstanding providers will place the promotion of British Values at the heart of their work and that the personal and social development of learners will equip them to be thoughtful, caring and active citizens who are safeguarded from the risks of radicalisation.

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How well are providers implementing the ‘Prevent’ duty?
In July 2016 Ofsted carried out a survey of 37 further education and skills providers to evaluate how well further education and skills providers are implementing the ‘Prevent’ duty in its first year (2015/16), and to assess the impact of the work being done to protect learners from those who wish to promote extremism.

Arising from the survey, providers were recommended to:

1. Ensure that appropriate policies and procedures are in place, and implemented effectively, to protect learners from the risks posed by external speakers and events

2. Develop stronger and more supportive links with partners, including local authorities, to develop stringent information-sharing protocols and share intelligence

3. Ensure that risk assessments and associated action plans are of high quality and cover all aspects of the ‘Prevent’ duty

4. Provide staff training that is aligned to job roles and evaluate this to measure its impact across the organisation

5. Ensure that learners have a good understanding of British Values and the risks and threats of radicalisation and extremism

6. Refer to the ‘Prevent’ duty explicitly in IT policies and procedures, closely monitor learners’ use of IT facilities to identify inappropriate usage, and work with partners and external agencies for additional support, information and intelligence.

[How well are providers implementing the ‘Prevent’ duty? July 2016](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/543937/How_well_are_further_education_and_skills_providers_implementing_the__Prevent__duty.pdf)
Dealing with controversial and sensitive issues in the classroom

What are controversial issues?
Controversial issues are quite simply those about which people hold sharply different opinions, and which may arouse very strong sensitivities for some individuals and groups in particular places and at certain times. As Kerr and Huddleston\(^5\) point out, such issues may well be topical, involve conflict over values and interests, be complex with no easy answers and be difficult to settle simply by appealing to evidence.

Therefore, given the divided views and continuing public debate about the Prevent duty, it seems reasonable to treat it as a controversial issue in the classroom and to acknowledge this openly with learners.\(^6\)

Some staff may feel concerned about raising controversial and sensitive issues with learners, worrying perhaps that emotions will spill over, unacceptable views expressed and feelings hurt.

However, managing differences of opinion in an acceptable way in a democratic society is crucial. Young people need to learn how to investigate issues of concern, to discuss and debate them reasonably, form conclusions and take responsible actions as active citizens on the contentious issues of the day.

There are various strategies that staff can use to manage controversy with groups of learners. Some examples of these are illustrated in the activities in this pack and other suggestions are offered below.

In general terms the best approach to controversy is an atmosphere of openness and critical questioning, with a relationship of honesty between staff and learners. An open acceptance that differences of opinion are inevitable, acceptable and central to a democratic society can do much to diffuse tensions that may arise.

Controversial issues in the classroom – 10 principles and tips

1. A good starting point is the Value of Democracy – within which all have a voice and people can legitimately disagree

2. Develop a culture of openness, questioning and freedom of speech (although there will be some limitations related to the responsibility not to harm others – e.g. the legal requirement not to incite racial hatred)

3. Establish that there are acceptable ways of dealing with disagreement – disagreeing with a person’s point of view is very different from criticising them personally, and if the other person can’t be convinced with reasoned argument, ‘agree to disagree’ is a decent position to reach


4. Disrespectful and intimidating remarks should be challenged, but without alienating the person making the remark

5. There should always be the possibility of dialogue about the views expressed, however challenging, either at the time or later

6. Agree ground rules for discussing controversial issues so that there is clarity about where lines will be drawn and what will happen if they are crossed

7. Find out if there is departmental or organisation policy which supports staff in tackling controversial issues

8. Make sure everyone understands their right to participate and their right to be quiet or keep information private

9. Decide how to manage reflection on learning in relation to how the class discusses controversial issues

10. Decide on the facilitation styles and also the procedures or strategies best suited for particular issues and groups of learners – and which can be used in conjunction in many different ways (See boxes on Pages 41-42).
Box 1: Procedures for dealing with controversial or sensitive issues

Designed for use with specific problems, including: very emotional discussions, highly polarised opinions, expressions of extreme prejudice

<table>
<thead>
<tr>
<th>Distancing</th>
<th>Introducing analogies and parallels can help to de-emphasise personal responses when issues are very close to home. For example, using geographical, historical or imaginary case studies. Particularly useful when an issue is highly sensitive within the group or community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensatory</td>
<td>Introducing new information, ideas or arguments is necessary when pupils are expressing strongly held views based on ignorance, where the minority is dominated by the majority or there is an unquestioning consensus.</td>
</tr>
<tr>
<td>Empathetic</td>
<td>Introducing activities, including role plays and simulations, to help learners see an issue from someone else’s viewpoint. Particularly useful when issue involves groups which are unpopular with some or all of the learners, the issue includes prejudice or discrimination against a particular group, or the issue is remote from learners’ lives.</td>
</tr>
<tr>
<td>Exploratory</td>
<td>Introducing research or enquiry-based activities is useful to clarify matters when an issue is not well-defined or is particularly complex.</td>
</tr>
</tbody>
</table>

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Box 2: Facilitator roles to consider in relation to discussion of controversial and sensitive issues

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>The facilitator joins in the discussion alongside members of the class, which allows the teacher to be open about their own views whilst ensuring that they too can be challenged during the discussion process.</td>
</tr>
<tr>
<td>Impartial facilitator (or neutral chair)</td>
<td>The facilitator chairs the discussion but never reveals their own position.</td>
</tr>
<tr>
<td>Stated commitment</td>
<td>The facilitator makes known their view during the discussion.</td>
</tr>
<tr>
<td>Balanced approach</td>
<td>The facilitator presents learners with a wide range of alternative viewpoints, perhaps through a pre-prepared set of written statements or ‘argument cards', and might include providing a personal judgment to balance other views expressed.</td>
</tr>
<tr>
<td>Devil’s advocate</td>
<td>This involves the facilitator deliberately taking up an opposite position to one expressed by learners and advocating views the facilitator does not necessarily hold.</td>
</tr>
<tr>
<td>Ally</td>
<td>The facilitator takes the side of a learner or group of learners.</td>
</tr>
<tr>
<td>Official line</td>
<td>The facilitator promotes the side dictated by the public authorities.</td>
</tr>
<tr>
<td>Instructor</td>
<td>Informing learners of additional facts or testing the strength of learners’ arguments as the discussion proceeds.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Asking questions of learners to elicit a wider range of responses or develop particular arguments further.</td>
</tr>
<tr>
<td>Observer</td>
<td>Allowing learners to debate with one another, with limited interventions at most.</td>
</tr>
</tbody>
</table>

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